



English Programmes of Study

I reread books so that I become a better reader.

I can read books aloud using my phonic knowledge.

I can read the longer words in my word list.

I can read words with contractions and understand that the apostrophe represents the missing letter (s).

I can read words ending in -s, -es, -ing, -ed, -er, and -est.

I can read some unusual words.

I read accurately by blending sounds in unfamiliar words.

I quickly read my given letters or groups of letters.

I can read words by breaking them down into sounds.

I can take part in discussion.

I can predict what might happen on the basis of what has been read so far.

I can make guesses on the basis of what is being said and done.

I can discuss the significance of the title and events in a book.

I can check that the text makes sense to me as I read and correct inaccurate reading.

I can discuss word meanings, linking new meanings to those already known.

I appreciate rhymes and poems, and can recite some by heart.

I can recognise and join in with predictable phrases.

I have become familiar with key stories, retelling them and considering their particular characteristics.

I can develop my reading skills by listening to and discussing a wide range of texts at a level beyond that at which I can read independently.

From memory I can write simple sentences that have been said to me.

I can add -ing, -ed, -er and -est where no change is needed in the spelling of root words.

I can use the prefix 'un'.

I can use the spelling rule for adding -s or -es.

I can add prefixes and suffixes.

I know some sounds can be spelled in different ways using different letters.

I can name the letters of the alphabet in order.

I can spell the days of the week.

I can spell words that don't follow common rules.

I can spell my word list accurately.

I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and can practise these.

I can form the digits 0 to 9.

I can form capital letters.

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

When writing I sit correctly at a table, holding a pencil comfortably and correctly.

I can read aloud my writing clearly enough to be heard by my friends and my teacher.

I can discuss what I have written with my teacher or my friends.

I check my sentences make sense by re-reading them.

I can write a text by thinking of a list of sentences in the order I need.

I can write sentences by saying a sentence orally before I write it.

I can write sentences by saying out loud what I am going to write about.

I know how adding 'un' to the start of some words changes it to the opposite meaning.

I can add endings such as -ing and -ed to words to make new words.

I can make words mean more than one object by adding -s or -es.

I use the correct grammatical words when discussing my writing.

I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

I can add together two phrases using 'and'.

I leave spaces between words.

I can spell compound words such as 'football'.

I can use the prefix 'un' for words such as 'unhappy'.

I use 'ph' and 'wh' for words such as 'dolphin' and 'when'.

I can spell words ending in 'y' (happy, party).

I can use the correct vowel digraphs and trigraphs.

I can add the endings -ing, -ed, -er and -est to verbs where no change is needed to the root word.

I can add 's', 'es' to words to make the plural.

I can use the 'v' sound at the end of words such as 'have'.

I can use the 'tch' sound for words such as 'catch'.

I can divide words into syllables even when the vowel sound is unclear.

I can use the 'n' sound spelt 'n' before 'k' (bank, think).

I can use the sounds f/l/s/ z and k spelt ff, ll, ss, zz and k (off, well miss, buzz, back).

Reading Words

Reading Comprehension

Writing Transcription

Handwriting

Writing Composition

Vocabulary, Grammar & Punctuation

Spellings

• = I'm starting to understand

/ = I'm nearly there

X = I fully understand

English Programmes of Study



I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately.

I can read most words quickly and accurately without over sounding and blending.

I can read words containing common suffixes.

I can read words which don't follow common rules noting unusual links between spelling and sound and where these occur in the word.

I can read accurately words of two or more syllables that contain the same grapheme.

I read accurately by blending the sounds in words that contain the graphemes I know especially recognising alternative sounds for graphemes.

I can read quickly by sounding out parts of the word.

I am building on the number of poems I know by heart.

I can predict what might happen on the basis of what has been read so far.

I can make inferences on the basis of what is being said and done.

I check that the text makes sense and correct inaccurate reading.

I can discuss my favourite words and phrases.

I can discuss and clarify the meanings of new words.

I recognising simple repeating literary language in stories and poetry.

I enjoy finding out about non-fiction books and how they are set out.

I am becoming increasingly familiar with a wider range of stories which I can retell.

I can discuss the sequence of events in books and how information is related.

I develop my reading skills by listening to and discussing a wide range of texts at a level beyond my independent level.

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

I can distinguishing between homophones and near-homophones.

I can use the possessive apostrophe for example 'the dog's bone'.

I am learning to spell more words with contracted forms.

I can spell words that don't follow common rules.

I am learning new ways for spelling words which sound the same but have different meanings.

I am learning to spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

I use spacing between words that reflects the size of the letters.

I write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I have started using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I form lower-case letters of the correct size relative to one another.

I can read aloud what I have written and make the meaning clear.

I reread my work to make sure my writing makes sense.

I can evaluate my writing with others.

I can write down ideas and/or key words, including new vocabulary.

I can plan out loud what I am going to write about.

I can write for different purposes.

I can write poetry.

I can write about real events.

I have developed a positive attitude towards and stamina for writing by writing a range of texts.

I can use co-ordination (using or, and or but).

I can use subordination (using when, if, that, or because).

I write in a consistent tense.

I can add more detail to describe and specify (for example, the bright, green caterpillar).

I can write sentences with different forms such as statements, questions, exclamations and commands.

I am learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possession.

I can spell homophones.

I can write words ending in 'tion' such as 'motion'.

I can use the possessive apostrophe such as her's.

I can use contractions such as 'can't and couldn't'.

I can use the suffixes -ment, -ness, -ful, -less, and -ly.

I can spell the 'i' sound spelt -'ey' such as monkey.

I can add -er, -ing, -er, -ed and est to root words.

I can add -es to nouns and verbs ending in 'y' such as fly to flies.

I can spell the 'l' 'le' and 'al' sounds such as 'table' 'camel' and 'metal'.

I can write the 'r' sound spelt 'wr' at the beginning of words such as 'write'.

I can write words with the 'n' sound spelt as 'kn' such as 'knock'.

I can write words with the 's' sound spelt as 'c' before e, i and y.

I can write sounds spelt as 'ge' or 'dge' at the end of words such as huge and badge.

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English Programmes of Study

3/4

My handwriting is legible with all letters the same height and the correct distance apart from each other.

I know which letters are appropriate to join when writing.

Handwriting

I know that some words sound different to how they are spelt.

I can use my existing knowledge of a range of different words to help me with the understanding of new words.

I can use my existing knowledge of a range of different words to help me to read aloud.

Reading Words

I understand how books are set out to help the reader identify the meaning and can use non fiction books to find out things.

I can tell what the main ideas in a book are from reading a few paragraphs.

I can predict events in stories from what I have read.

I use evidence from different parts of the text to support my inference.

I ask questions to help me understand more about a book.

I can recognise different types of poetry.

I can discuss words and phrases that interest me.

I can talk about different types of stories I have read.

I can use a dictionary to check the meaning of words.

I can choose from a wide range of books that are different but give me the required information.

I can show that I understand a range of texts I have read.

Reading Comprehension

I can write simple sentences from memory that have been read to me, using the correct punctuation.

When using a dictionary, I am able to use the first two or three letters of a word to check meaning.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

I am able to spell words that are often misspelt.

I can spell an increasing range of homophones.

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

Writing Transcription

I can read my writing to an audience in an entertaining manner.

I reread my work and check for mistakes.

I can edit my own work and that of others and add improvements.

I can organise my writing by using headings and sub-headings.

I can organise my writing using different settings, characters and plot.

I can draft my work in paragraphs.

I am using an increasing range of sentence structures and sophisticated vocabulary.

I am able to use ideas to plan my writing.

I plan my writing by looking at similar texts I have written before discussing the structure and vocabulary.

Writing Composition

I use inverted commas to open and close speech.

I use headings and sub-headings to structure and present my work.

I group ideas I write about into paragraphs.

I know when to use 'a' or 'an' depending on what the next word is.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can write sentences which contain more than one clause, by using a wide range of conjunctions.

Vocabulary, Grammar & Punctuation Year 3

I describe nouns in detail when I need to write about a complex object.

I can punctuate speech in a text.

I can correctly use the possessive apostrophe with plural nouns.

I know that there is a difference between the way I write and talk.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing.

I am developing my understanding of choosing nouns and pronouns appropriately to improve my writing.

I use commas after fronted adverbials.

Vocabulary, Grammar & Punctuation Year 4

I can spell homophones and near homophones.

I can use the possessive apostrophe with plural words.

I can spell words which have 'ei', 'eigh' and 'ey' in them such as vein, weigh and obey.

I can spell words with the 's' sound spelt 'sc' such as 'science'.

I can spell words ending with the 'k' sound spelt '-que' such as unique.

I can spell words ending with the 'g' sound spelt '-gue' such as tongue.

I can spell words with the 'sh' sound spelt 'ch' such as chef.

I can spell words with the 'k' sound spelt 'ch' such as chorus.

I can spell words ending in, -tion, -sion, -ssion and -cian.

I can spell words ending in the 'ure' sound such as treasure.

I can spell words with the suffixes -ation, -ly and -ous.

I can spell words with the prefixes, dis-, mis- and in-.

I can spell words with 'ou' in them such as young and touch.

I can spell words with the 'i' sound spelt 'y' such as 'myth'.

I can add suffix rules correctly.

Spellings

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English Programmes of Study

5/6

I can spell homophones and other words that are often confused such as practice and practise.

I can spell words with silent letters such as doubt, island, solemn and thistle.

I can spell words with the letter string 'ough' such as thought and although.

I can spell words with 'ei' after 'c' such as deceive, receive and perceive.

I can use hyphens accurately for words such as co-operate and co-own.

I can add suffixes to words ending in '-fer' such as referring, referee and transference.

I can spell words ending in '-able', '-ible', '-ably' and '-ibly' such as adorable, forcible, applicably and horribly.

I can spell words ending in '-ant', '-ance', '-ent' and '-ency' such as observant, substance, confident and emergency.

I can spell words that end in '-cial' and '-tial' such as official and essential.

I can spell words that end in '-cious' or '-tious' such as vicious and ambitious.

I use commas to structure and clarify the meaning of a text.

I link paragraphs using time, place, number or tense choices.

I use word structures such as then, after that to make my paragraphs more interesting.

I can use a range of verb prefixes (such as dis-, de-, mis-, over- and re-).

I begin sentence clauses with who, which, where, when, whose, that or with.

I can talk about my work using a range of grammar I have been taught.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can use modal verbs (such as can, could, may, must) to explain how something may be possible.

I read aloud my own work so that meaning is clear, fluent and flows correctly.

I proof-read my work to correct spelling and punctuation mistakes.

I ensure that I use the consistent and correct use of tense throughout a piece of writing.

I evaluate and edit my work to ensure it is of a high quality.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I use themes and detail to link paragraphs in a flow of text.

I can précis a longer passage to create a short text with the same meaning.

I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and improve meaning.

I use the ideas from other authors to develop characters and settings.

I plan my writing by taking notes and researching.

I plan the structure of my writing based on the audience and purpose.

I can use a thesaurus to extend my vocabulary.

I use the first three or four letters of a word to find it quickly in a dictionary.

I know that some words do not follow regular rules and need to be learnt differently.

I use the words and word parts that I know to help me spell new words.

I know some words are sound the same but are spelled differently.

I can use a dictionary to check how words are spelled and what words mean.

I can spell words that include silent letters, such as 'scissors' and 'knowledgeable'.

I add prefixes and suffixes using the rules we have worked on in class.

I am able to justify my views.

I contribute towards discussion and debates.

I can retrieve, record and present information.

I can distinguish between fact and opinion.

I know how language choices impact on the reader.

I draw inferences from what I have read and justify with evidence.

I can ask questions about what I have read.

I can read aloud with appropriate intonation, tone and volume.

I have learnt a wider range of poems by heart.

I can make comparisons about books.

I can recommend books I have read to others.

I am familiar with a range of texts including books from different cultures.

I can make predictions from what I read.

I continue to read and discuss a wide range of texts.

I choose the writing tool that is best suited for a task.

I make sure others can read my handwriting and decide whether or not to join specific letters.

Handwriting

I apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Reading Words

Reading Comprehension

Writing Transcription

Writing Composition

Vocabulary, Grammar & Punctuation Year 5

Vocabulary, Grammar & Punctuation Year 6

Spellings